

Inspiring Hearts and Minds: CRPS Futures Planning

Canmore Community Forum Input: Phase 2

Envision a young person who is prepared for the world ...

Question #1: What shifts, trends and driving forces happening in the world will impact the public school system's ability to prepare this person?

Note: Highlighting indicates topics presented in Question #1 small group reports

Economics:

Shifting centre of global economy/knowledge

Jobs elsewhere (out of Bow Valley)

Living in a globalized world with increased competition and opportunity for jobs shifting away from N. America

Desire for material goods and increasing debt

Increased prosperity globally leading to changes in values (family, school)

Home employment means 'don't need education'; increase in entrepreneurship

Economy may be affected by war, resource shortages, which are difficult to predict

2008-2012 recession caused by baby boomers leading to increased pressure on pensions, health care

Peak oil issue: change in economy (local and global), travel, landfilling, food, transit, world trade

In Alberta we live in boom times with increased population – this is driving changes in economy and schools

Need to revisit economic forces and underlying precepts/assumptions; rethink values and priorities in fundamental way

Changing job options (tourism) and employers needs – international influence

Economic distortion – boom/bust cycles, changes of employment due to population shift

Change in traditional workforce

Economic driven shifts in migration

Influx of international travel

Environmental pressures:

Global environmental change (collapse or amazing adaptation) leading to competition for resources (natural and human)

Need for more effective use of resources (fuel, paper, electricity)

Increase in climate change leading to sea level rise, desertification

Decreased resources in some areas, with decrease in quality of life, environmental refugees, stress and depression, changing demographics, food shortages in some areas, demand for resources, pressure, war

Peak oil – changes in availability

Alternative energy sources, lifestyles, solutions

Displacement of people due to global warming

Environmental impacts

Instability of resources

Education system:

Multiple local school boards

Connections/linkages between school and community

Need for more interactive and hands-on teaching techniques – less rote learning (i.e. using information technology to teach)

Balance between foundational topics and technology

More need for specialized teaching and continued learning

Multicultural education

Trend to increased French immersion enrollment

Multi-board: influences decisions, dilution of resources, limits options available

Potential influx of resources from non-permanent population

Massive local talent that needs available to be tapped (arts, sports, health and wellness)

Teacher role more to facilitate, develop, encourage, motivate

Specialization increasing – teaching teachers

Need to make education relevant to students

More innovation and creativity – less emphasis on 19th/20th century approach to education

Need for critical thinking

Need for language learning – to broaden potential for problem solving; build capacity to be part of future (focus needed on Chinese, Arabic, Spanish language development)

Role of teachers is changing toward facilitation

Home schooling is on the rise

Demand for grades/academic content to meet post-secondary institutions requirements; education resources allocated to core subjects due to this demand; focus on grades

Different school boards causing resources to be split up

Interdisciplinary solutions

Increased parental voice and request for changes in education system

Emerging brain research; scientific data

Post secondary demands

Importance of integrated curriculum

Local funds for education from Province

Decreased enrollment in Bow Valley

University/college expectations – pressure for grades

Demographics:

Aging population in Canmore leading to low birth rate

Aging population affecting teachers and funding for education

Local parent-teacher population with less commitment to community

Declining local school population

Local demographics constantly changing and difficult to predict

Migration of cultures to Canmore

Canmore seeing increase in baby boomers

Declining local school age population

Out-migration of graduates from Bow Valley

Part-time residents are increasing – disinterested in community/school system

Changing local demographics (age, income)

Population migration shifts bringing in new languages, cultures, values to Canada

Demographic shifts in the Bow Valley - second home owners increasing; new pressures in the region (not coming to invest in the community, process, kids in schools, contrasting lifestyles and use of natural resources)

Increase in recreation community living – sometimes results in those residents owning a 2nd leisure property elsewhere (international ‘extreme’ commuters)

Immigration – lack of diversity here/ignorance of other cultures and languages;
competition

Multiculturalism increasing in society

Overpopulation

Social change and fabric:

Changes in the nature of the family

Less discourse between people; changing communication styles

Increased ability of welfare recipients to earn money

Trends of cynicism vs. hope; can't vs. make a difference

Change in women's role

Stress and anxiety

Fragmented community involvement

Loss of self initiative, personal responsibility, social skills, conflict resolution skills

Political and military conflict

Canmore is closely linked to/affected by global trends

Centre of power shifting

Technology:

Communicating via technology for work and education

Increased information technology results in reducing ‘size’ of planet

Internet driving decreased environmental impact and ecological footprint

Change in social skills and vehicles for communication – lack of face-to-face contact

Using cyberspace to connect with other schools and communities

Global connections with other people's ideas

Rapidly changing technology – use technology to connect with the world

Increase in computer use and learning

Information:

Volume of information is too large to memorize all

Huge amount of knowledge/info out there

Question #2: Of these, which ones are the most important and the most uncertain?

Note: All of the topics below were raised during the small group reports

Most important – not prioritized

Demographics:

Declining number of students resulting in fewer resources and choices in courses

Demographics – affecting students, aging teachers, immigration/culture, income

Migration of cultures to Canmore (language and cultural changes) – embracing those immigrants and including them

Aging population in Canmore leading to low birth rate

Local demographic shifts - second home owners increasing; new pressures in the region

Declining number of students leading to fewer resources for education

Technology:

Changes in technology and explosion of knowledge requires change in what we teach and how we learn, and requires on-going teacher updates and training

Access to and inundation with limitless information

Technology – how children will use technology to communicate

The impact of technology – limitless information, breakdown in our daily interaction/social skills/conflict resolution

Trend to communicating via technology leading to a) variety in workplace location (e.g. international) and ability to work/learn physically apart, and b) education by distance; variety of facility types

Methods of coping and adapting to amount and pace of changing technology (do youth know more than educators?)

Environmental pressures:

Environmental changes

Global environmental change (collapse or amazing adaptation) leading to competition for resources (natural and human)

External natural environmental factors – loss of cheap energy, impact of climate change

Competition for resources (human, natural) affecting teachers, community resources, public service, etc.

Social change and fabric:

Living in exponential times – rate of change is accelerating (can we meet the challenge of preparing kids for this?)

Stress on children and families as result of increased societal stress; too much homework

Education system:

More school boards splinters resources available to kids and awareness of each other

Moving from an industrial model of education to a 21st century model – will require different provincial/university academic expectations, curriculum, teaching methods, will increase stress/anxiety

Moving toward an integrated curriculum

Economics:

Changing job options and employer needs

Resort-based economy - resulting in declining number of school-aged population; part-time residents disinterested in the community/school system; positive is that they may serve as a resource

Most uncertain – not prioritized**Environmental pressures:**

Environmental collapse (resulting in migration and limits to resources) VS. environmental adaptation (no CO2 footprint)

Use and availability of resources (local to global; pencils to sunlight)

Instability of resources globally (energy, water, food) due to climate change, war and conflict, political instability. Our kids will have to cope with crises we cannot foresee

Technology:

Technology development: what will happen socially in society/schools as a result?

Communication technology

Education system:

Methods of educational delivery and demands on the system/people, educators, students

Multicultural education

Scientific research on learning, brains, technology

Economics:

Economic forecasting

Distribution of wealth and passing on of wealth to future generations (or not)

Change in traditional workforce

Social change and fabric:

Fragmentation/instability of values caused by social segregation, ecosystem changes and disruptive large scale crises

Migration – what is driving this movement of people? Environmental refugees